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ABSTRACT

In a replication of a 1977 study, questionnaires and directed telephone interviews were used to gather information about programs preparing vocational and special education personnel to work with special needs students. Comparison of 142 returned questionnaires with 1977 results revealed that the relative order of coursework concentrations had remained rather stable over the 2 year period, and that there was an increase in enrollment and program graduation. Analysis of telephone interviews with certification officials of 48 states indicated an increase in required special education coursework and an increased awareness of training programs in the area of vocational/special education. Recommendations are made for relevant curricula and materials to be used with secondary special needs students and for vocational/special education resource centers. (CL)

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State of the Art - 1977-79

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Dr. Robert J. Brock, Project Director
Dr. Paul Ackerman, BEH Project Officer

PREFACE

Research is a valuable resource. It is like money in the bank, just waiting for inquiries, building interest. So it was with this longitudinal study, interest generated by the first study (1977) precipitated another analysis. Like childhood height marks cut into a door frame, those studies compare the relative growth of preparing vocational and special education personnel to work with special needs students.

This study could not have been completed without the active participation of several hundred professionals. Sincere appreciation is extended to those individuals who gave their time and support. Special gratitude is extended to Pam Mueller, Jean Price and Donna Johnson for their research and secretarial assistance.

RJB

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1.0 INTRODUCTION

The purpose of this paper is to provide usable information and longitudinal data with respect to programs preparing vocational and special education personnel to work with special needs students.* Two years ago (April 1977), a monograph was presented, i.e., Preparing Vocational and Special Education Personnel to Work with Special Needs Students - State of the Art 1977 (ERIC No. ED 14 9518). At that time, the element singularly lacking in discussions about preparing vocational and special education personnel to work with special needs students had been data. Data presented in that study was probably the first to delineate programs that had been conceptualized, and those that were operational. Care was taken to insure that the study could be replicated and that the relative growth of this preparation area could be measured. This paper represents a controlled replication of the 1977 monograph and attempts to provide an accurate comparison of the field over a two-year time period.

Information reported in this document was gathered by questionnaire and directed telephone interviews. The information gathering procedures will be specifically enumerated as a means to (1) support the reliability of the data and (2) facilitate additional replication studies. This paper is divided into three main sections; they are (1) data gathering procedures, (2) presentation of data, and (3) observations and recommendations.

2.0 DATA GATHERING PROCEDURES

.1 Vocational/Special Education Training Program Questionnaire

A one page questionnaire was developed to ascertain the actual teaching components that exist in personnel preparation programs (see Figure 1).

In addition to asking for demographic information, i.e., program title, director's name, address, and telephone number, the questionnaire asked for responses to the following four statements and/or questions. They were:

*"Special needs" implies an educational handicap.

Figure 1

VOCATIONAL/SPECIAL EDUCATION TRAINING PROGRAM QUESTIONNAIRE

Please use a separate questionnaire for each degree program.

Program Title:

Program's Director:

School and Department

School Address:

City_____ State_____ Zip Code_____

Telephone: (Area Code) ____/_____

1. Our program culminates in the following degree and/or teacher certification(s). Please indicate the approximate number of students currently enrolled in each program.

Degree Title (Level)	Current Enrollment
A.	____
Teacher Certification(s) and Levels	
B.	____
C.	____
D.	____

2. Our program(s) require course work in the following areas. Please fill in the space with the approximate credits required in each area. Please check ___Semester Credits or ___Quarter Credits.

PROGRAM(S) (from Question #1)	General Studies	Vocational (e.g., Home Ec./Ind.Ed.)	Special Education	Vocational Rehabilitation	Counseling	Regular Education	Psychology	Electives	Others	Program Total
A.	___	___	___	___	___	___	___	___	___	___
B.	___	___	___	___	___	___	___	___	___	___
C.	___	___	___	___	___	___	___	___	___	___
D.	___	___	___	___	___	___	___	___	___	___

Figure 1 (Continued)

3. Approximately how many students graduated last year (academic year 1978-79) from each of the program(s) listed in Question #1.

	1977-78 Graduates	Approx. % of graduates employed in positions directly related to training
Program A	_____	_____
B	_____	_____
C	_____	_____
D	_____	_____

4. Please write a brief (1/4 to 1/3 page) description of your program stating your program's unique aspects and training goals. Use the back of this questionnaire or separate sheet.

5. Would you like a copy of the results of this questionnaire.

_____ yes _____ no

Thank you. Please return to: Career Special Education, UW-Stout, Menomonie, WI 54751

*This questionnaire originally appeared on a legal size sheet of paper.

1. Our program culminates in the following degree and/or teacher certification(s). Please indicate the approximate number of students currently enrolled in each program.

2. Our program(s) require course work in the following areas. Please fill in the space with the approximate credits required in each area. Please check ____ semester credits or ____ quarter credits.

3. Approximately how many students graduated last year (academic year 1977-78) from each of the program(s) listed in Question #1. Please indicate the % of graduates employed in positions directly related to training.

and,

4. Please write a brief (1/4 to 1/3 page) description of your program stating your program's unique aspects and training goals. Use the back of this questionnaire or separate sheet.

Individuals representing professional organizations, universities, governmental agencies, and public schools concerned with preparing vocational and special education personnel to work with special needs students were again requested to provide assistance in compiling a comprehensive mailing list that included persons engaged in preparing vocational and special education personnel to work with special needs students. Additionally, the comprehensive mailing list employed in the 1977 study was utilized. The completed mailing list included the following persons:

1. All Career Development Division - Council for Exceptional Children members associated with colleges or universities.

2. All present and past members of the National Association of Vocational Education Special Needs Personnel Division - American Vocational Association.

3. All project directors for the Bureau of Education for the Handicapped. Division of Personnel Preparation grants for 1978 in the areas of career and vocational education for the handicapped.

4. All persons that responded to the 1977 study - Preparing Vocational and Special Education Personnel to Work with Special Needs Students - State of the Art 1977.

5. Every college or university chairperson in vocational education in the United States (as listed in the Industrial Teacher Education Directory, 15th edition).

and,

6. Every college or university chairperson in special education in the United States (as listed in C.E.C.'s 1978 program directory).

On May 1st, 1979, the questionnaire (Figure 1), cover letter (Figure 2), along with a self-addressed, post-paid envelope was mailed to over four hundred persons in the fifty states and Canada. Although respondents were asked to return the questionnaire by 31 May 1979, all questionnaires returned by 15 July 1979 were included in the sample.

.2 Directed Telephone Interviews - State Certification

In the 1977 study, a directed interview instrument was utilized to collect compatible data regarding certification and training in the area of vocational/special education from the chief certification officer of his/her representatives in each of the 48 continguous states. The directed questionnaire (Figure 3) from the earlier study was used again in its original form. A complete Teacher Certification Directory is presented in Appendix A.

Telephone interviews were conducted during a two-month period from July 1979 through August 1979. The telephone respondents were, without exception, most helpful by providing answers to the directed questions and sending copies of their certification standards. Whenever respondents provided inconsistent information, a follow-up clarification call was made.

3.0 PRESENTATION OF DATA

.1 Vocational/Special Education Training Program Questionnaire

One hundred forty-two (142) of the four hundred Vocational/Special Education Training Program Questionnaires distributed were returned. Because the questionnaire was distributed to a

Figure 2

May 1, 1979

Dear Colleague:

Two years ago we conducted a study that examined the status of "Preparing Vocational and Special Education Personnel to Work with Special Needs Students". Information regarding programs that prepare professionals in career-oriented or vocational/special education has been quite limited and difficult to obtain. In replicating the study, we hope to provide an accurate comparison of the field over a two-year period.

Please take a few minutes and complete the enclosed, one-page questionnaire and return it in the self-addressed, post-paid envelope. A monograph of career-oriented, vocational/special education programs will be prepared representing the comparative status of this training area. Additionally, your name, title, agency address, telephone number, and program abstract will be included in the monograph's directory and distributed to persons who have expressed interest in vocational/special education and/or career development for persons with special needs. Hopefully, this new monograph and directory will provide needed information and simulate communications between training professionals.

We need your completed questionnaire returned by 31 May 1979. If you know of other programs on your campus, please send a copy of this letter and questionnaire to them so that they can be included in the monograph/directory. Please take a few minutes and return the completed questionnaire today.

Professionally,

Robert J. Brock, Ph.D.
Career Special Education Program Director
715/232-1409

Enclosure

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Figure 3

TEACHER CERTIFICATION AND LICENSING DEPARTMENT

(Directed Telephone Interview)

State_____ Date_____

Telephone Number_____

1. Does your state require all teachers to have some special education course work.

_____No _____Yes Number of hours_____

Title of Courses:

2. Does your state require special education course work of special fields instructors, i.e., industrial arts and home economics.

_____No _____Yes Number of hours_____

Title of Courses

3. Are there any vocational orcareer oriented programs in your state that train treachers to work with secondary special needs students.

_____No _____Yes

Name of Institution Name of Director of Contact Person

large and highly diverse group, a relatively low return ratio (approximately) 35%) was expected. The questionnaire mailing did attempt to blanket the field; therefore, it is assumed that almost all possible training programs were reported.

The returned questionnaires represented the diverse manner in which training institutions addressed the preparation of vocational and special education personnel to work with special needs students. Some reported programs appeared to be extensions of existing teacher preparation programs in vocational education or special education. Other programs appeared to be cooperatively staffed and separately housed. A few programs seemed to be completely independent and autonomous. Actual program development and housing probably resulted from a complex interplay institutional structures, professional expertise and resources. In any event, the respondents typified the movement of special education and vocational education personnel joining together for common goals.

The questionnaire was focused at program development and subject area integration, e.g., special education, vocational rehabilitation, and vocational education course work, as opposed to program etiology. Since some special or vocational education programs were designed to "add-on" to their training area counterpart, e.g., a M.S. degree program in Home Economics with Special Education endorsement, the total program was viewed as vocational/special education even though the separate components were typically vocational or special education. The overlap of personnel preparation areas is further demonstrated by the development in the special education (Council for Exceptional Children) and vocational organizations of similar groups, i.e., Career Development Division (DCD/CEC) and the National Association Vocational Education Special Needs Personnel (NAVESNP/AVA).

The returned questionnaires were divided into four groups representing differences in program development. The four

groups, along with criteria used to categorize respondents is presented below.

Group I — Operational Programs - currently existing programs which train vocational/special education personnel to work with special needs students. Programs exist above the state minimum level for mainstreaming (this point will be discussed later).

Group II — Projected Programs - programs which exist or will exist in the near future, but currently do not have students. Programs in the planning stages and awaiting approvals were placed in this group.

Group III — Mainstreaming Emphasis - these programs typically require a course in vocational education for special education personnel or a course in special education for vocational education personnel. Many of these programs meet the state minimum for mainstreaming.

Group IV — Interested Persons - programs which were judged not to be designed to prepare vocational/special education personnel. Respondents asking for results of this study and those expressing interest in the area of vocational/special education personnel preparation were placed in this group.

The decision to place a program in a specific group was based upon the information respondents provided and information obtained from state certification officials. All programs which reported "one course" or inservice work were placed in Group III. Since a number of states (13) require limited special education preparation (Table 3), programs in those states operating at the minimum certification level were not considered as operational, i.e., Group I, unless they existed beyond the one course minimum. Otherwise, all vocational programs in Texas, Georgia, and Missouri, for example, could be labeled vocational/special education by virtue of a one course requirement. When doubt existed regarding program placement, the decision was made in favor of categorizing the program as "operational".

The number of respondents in each category and the percentage of total it represents, is presented in Table 1.

TABLE 1

Respondents Grouped Into Levels of Program Development

	Group I	Group II	Group III	Group IV	Total
Frequency					
1979	36	16	15	75	142
(1977)	(25)	(16)	(11)	(61)	(113)
Percentage					
1979	27%	11%	10%	52%	100%
(1977)	(22%)	(14%)	(10%)	(54%)	(100%)

The distribution of respondents with respect to levels of program development indicates that approximately one half of the respondents are currently involved in offering vocational/special education personnel preparation in working with special needs students. Individual and group data will be presented for each of the four categories.

Group I

Program requirements, enrollments, and placement information for operational programs (Group I criteria) are presented in Table 2. Seven (7) respondents reported the operation of two or more separate programs, e.g., undergraduate degree/certification and an "add-on" endorsement. Therefore, thirty-six programs (36) are offered in twenty-five (25) separate institutions. Program descriptions for Group I programs are presented in Appendix B. Since many programs are difficult to represent by data, it may prove beneficial to utilize Table 2 and Appendix B concurrently. Program descriptions were supplied by program personnel.

Providing compatible data for Group I programs was challenging. The total program requirement hours was divided by required hours in the training areas to determine the percentage of course work requirements for each of the training areas. In this way, program requirements may be compared. The percentage listed for each reported program area, e.g.,

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
Auburn - Alabama (Sankovsky) State Endorsement	(			100%				)	10	Ø	Ø	45
California State University - Long Beach (Kokaska) M.S./Sp. Ed./Career Dev.	10%	10%	40%	Ø	10%	Ø	Ø	30%	30	20	100%	100
Western Carolina University (Cook) B.S.Ed./Voc. Ed./Sp. Ed.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	70
Colorado State University (Acord) M.S. in Ed. - Related Voc. Prog.	Ø	80%	20%	(inservice)			Ø	Ø	30	2	50%	5
University of Northern Colorado (Hartley) Vocational Educ. - Secondary	33%	25%	3%	Ø	Ø	23%	2%	14%	120*	71	86%	200
Sec. Sp. Ed.	33%	5%	20%	Ø	Ø	18%	2%	27%	120*	158	85%	150-200

TABLE 2

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Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
Central Conneticut State College (Williams)												
M.S. Co-op Voc./Sp./Counseling	ø	x	x	ø	x	ø	ø	x	NA	9	100%	NA
George Washington University Washington, D.C. (Ianacone)												
M.S. Voc./Sp. Ed.	(	82%		)	8%	8%			39	13	100%	48
Florida International University (Rosenberg and Tesolowski)												
Voc. Ed/Handicapped University Certificate	ø	38%	38%	ø	ø	ø	ø	33%	20*	17	100%	20
University of Florida (Schwartz)												
Ph.D. or Ed.D. Spec.Ed/Voc. Ed.	ø	11%	51%	4%	ø	11%	ø	24%	73*	3	100%	8
M.S. Voc./Sp. Needs	ø	15%	38%	7%	ø	30%	ø	7%	34*	4	100%	5

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
University of Idaho (Kaufman)												
Voc. Sp. Needs Certificate	33%	14%	23%	2%	4%	8%	2%	11%	128	65	100%	65
Ph.D. - Emphasis in Sp. Needs	(			NA				)		Ø	Ø	2
University of Illinois - Urbana (Phelps)												
M.S. Voc. Ed/Sp. Needs (typical)	Ø	38%	31%	Ø	Ø	Ø	13%	19%	32	5	60%	5
Ph.D. Voc. Ed/Sp. Needs (typical)	10%	20%	20%	Ø	Ø	13%	20%	18%	80	3	100%	5
Western Illinois University (Hasbargen)												
B.S. in Special Education Secondary Option (1977 report)	27%	7%	33%	Ø	Ø	18%	4%	Ø	120*	NA (5)	NA (80%)	NA (15)
Purdue University - Indiana (Eddy)												
M.S. or M.S.Ed.	Ø	27-36%	30%	Ø	Ø	20%	Ø	20%	30-33	Ø	Ø	1

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
Westfield State College, Mass. (Latour)												
B.S. - Occupational Education (1977 report)	33%	30%	10%	ø	ø	ø	ø	ø	120	NA (10)	NA (100%)	NA (153)
Central Michigan University (Lutz)												
M.S. Teaching Voc. Ed./ Spec. Needs option	ø	20%	20%	ø	ø	ø	ø	60%	29	4	100%	30-40
Bemidji State University - Minnesota (Kingsbury)												
M.S. Ind. Ed.	ø	33-40%	33-40%	ø	ø	13%	13%	ø	30-34*	2	100%	11
Sp. Needs Inst. Coordinator	ø	43%	43%	ø	ø	ø	ø	15%	14*	15	100%	50
S.L.D. Sp. Ed./Voc. Ed.	ø	31%	69%	ø	ø	ø	ø	ø	23*	30	100%	50
Support Service Manager	ø	60%	40%	ø	ø	ø	ø	ø	10*	2	100%	12
Chadron State College - Nebraska (Gramberg & Day)												
Voc. Sp. Needs Endorsement (1977 report)	60%	(			40%		)	ø	15	1 NA	100% NA	30 20

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
Kearney State College - Nebraska (Zikmund)												
B.S.	36%	7%	3%	Ø	Ø	24-48%	Ø	Ø	125	NA	NA	NA
Special Needs Endorsement	Ø	75%	25%	Ø	Ø	Ø	Ø	Ø	12	2	NA	15
(1977 report)										(NA)	(NA)	(NA)
										(NA)	(NA)	(NA)
University of Nebraska - Lincoln (Meers)												
Voc. Sp. Needs Endorsement	Ø	Ø	40-60%	Ø	Ø	Ø	Ø	40-60%	15	60	80%	NA
(1977 report)										(4)	(100%)	(NA)
Kent State University - Ohio (Nichols)												
B.S. in Sp. Needs/Work Adj./ Occupational Work Exp.	23-25%	34%	6%	Ø	Ø	Ø	5%	30%	128*	46	100%	79
Portland State University - Oregon (Edwards)												
M.S. - Special Ed. Voc. Careers	x	x	x	Ø	x	x	Ø	Ø	33-39%*	10	100%	25
(1977 report)										(20)	(100%)	(NA)

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
Texas A & M University (Parrish)												
Ph.D. Voc. Ed./Sp. Needs (1977 report)	0-14%	24-28%	14-19%	Ø	5-10%	10-20%	0-5%	0-24%	64 +MS	12 (Ø)	100% (Ø)	8 (10)
M.S. Voc. Ed./Sp. Needs (1977 report)	0-17%	30-50%	17-25%	Ø	0-8%	8-25%	0-8%	0-25%	36	6 (Ø)	100% (Ø)	8 (10)
Eastern Washington State College (Hunsaker)												
B.Ed. - Spec. Ed. (1977 report)	45%	16%	22%	Ø	Ø	22%	Ø	Ø	122*	60 (NA)	90% (NA)	175 (160)
University of Wisconsin-Stout (Brock)												
B.S. - Career Special Ed.	32%	19%	26%	10%	Ø	10%	Ø	5%	130	27	100%	125
Add-on certification for Special Fields (Voc.) Teachers (1977 report)	Ø	Ø	100%	Ø	Ø	Ø	Ø	Ø	11	30 (21) (60)	100% (100%) (100%)	70 (125) (100)

TABLE 2

Group I - Program Requirements*, Enrollment, and Placement Information for Operational Programs

Group I Programs	Program Requirements									Enrollment & Placement		
	General Studies	Voc. (Home Ec./Ind.Ed.)	Special Education	Vocational Rehab.	Counseling	Regular Education	Psychology	Electives	Total Program Sem. Hours	Program Graduates	% Placement	Current Enrollment
University of Wisconsin-Whitewater (Goodman and Pfaeffle) B.S. - Business/Special Education (1977 report)	24%	28%	16%	4%	Ø	24%	6%	Ø	131	4 (5)	100% (80%)	10 (15)
A. Average Percentage of Reported Programs (1977 report)	30% (30%)	29% (28%)	30% (38%)	4% (6%)	6% (10%)	18% (21%)	7% (12%)	24% (16%)				
B. Average Percentage of Total Programs (1977 report)	13% (17%)	23% (20%)	25% (27%)	.6% (1%)	1% (2%)	11% (11%)	2% (5%)	12% (3%)				
C. Totals (1977 report)										730 (166)	89.3 (96%)	1507 (886)

*Semester hour equivalents converted from quarter hours.

vocational education, counseling, and special education, can be converted back to semester hours by multiplying the program total by the percentage decimal equivalent, for example, 33% = .33 x 124 SH = 43 semester credits. Programs operating with quarter credits were converted and reported as semester hour equivalents.

Caution should be used when comparing the program requirements of undergraduate and graduate level programs. Typically, the undergraduate programs appear as though they do not sufficiently stress special/vocational education due, in part, to the large block of liberal arts of general studies requirements.

The average percentage of program requirements is provided for both programs utilizing a training area, e.g., general studies, and for all programs. For example, fourteen (14) programs required course work in general studies. The average percentage of total course work concentrations for the fourteen (14) programs was 30% (see A, Table 1). The average percentage of required course work in general studies for all reported programs (36) was 13% (see B, Table 1). The percentage figures are meant to serve as a relative measure of program emphasis (B, Table 1), it is apparent that the operational programs require course work concentrations in the following descending order:

		1977	1979	Change
1.	Special Education	27%	25%	-2%
2.	Vocational Educational	20%	23%	+3%
3.	General Studies	17%	13%	-5%
4.	Electives	3%	12%	+9%
5.	Regular Education	11%	11%	Ø%
6.	Psychology	5%	2%	-3%
7.	Counseling	2%	1%	-1%
8.	Vocational Rehabilitation	1%	.6%	-.4%

The relative order of course work concentrations has remained rather stable over a two-year period. The changes of just a few percentage points indicate influences of new programs

added to the sample rather than changes within programs. It is interesting to note that new programs require more vocational courses and fewer special education courses. Together, special education and vocational courses still account for approximately 50% of all required credits.

Enrollment and placement information (see C, Table 2) reveal several interesting findings. Comparing the enrollment as reported in the 1977 study to current enrollments (1979), there has been an increase of 179%, i.e., 886 to 1507 respectively. Program graduates were increased during the same period over 400%, i.e., 166 to 730 respectively. The ratio between "current enrollments" and graduates in 1977 was 5.3:1. In this 1979 study, this ratio was reduced to 2:1. The percentage of graduates employed in positions directly related to their training took a modest dip of seven percent from 96% in 1977 to 89.3% in 1979.

In discussing the growth ratios, the 1977 report stated:

> The differences between program graduates (166) and current enrollment (886) is an indication of program growth. Although the differential does not represent a full 534% increase due to program attrition and multi-year programs, it does suggest a probable increase of over 300%.

A three hundred percent increase prediction in 1977 was a little conservative when compared to the actual increase of 439%. However, when considering the relative drop in the "enrollment to graduates" ratios, i.e., 5.3:1 and 2:1 over the same time period, it would appear that the growth curve in this preparation area will flatten somewhat over the next few years. The data would suggest that the actual number of graduates will increase during the next two-year period in the order of 150% or, from 730 in 1979 graduates to approximately 1100 in 1981. Naturally, that projected increase is bound to be incorrect since it fails to consider many economic and population variables. Nevertheless, it would appear that

the proportion of vocational and special education personnel to work with special needs students will continue to accelerate. Although there are many reasons for this continued growth, e.g., large numbers of unserved students and movement away from academic to more vocational/life function education, the excellent placement record (approximately 90%) in this preparation area underscores its viability and strength.

Group II

A listing of projected programs is presented in Appendix C. Many of the Group II programs will become operational next year. The proliferation of training programs further suggests an overall increase in program productivity.

Group III

A listing of programs offering one or two mainstreaming or inservice courses is presented in Appendix C. Since identification of program emphasis was difficult due to department or unit housing, some of the programs listed in this group may actually be operational programs.

Group IV

Seventy-five (75) respondents were placed in Group IV. Generally, respondents presented programs that were totally vocational education or totally special education. Practically all Group IV respondents (94%) and all of the Group I, II, and III respondents requested the results of this study. Many Group IV respondents submitted a blank questionnaire and accompanying note stating that they did not have a program, but would like more information. Since 52% of all responses were in this category, it would seem to suggest an interest in, and desirability of, preparation programs to train vocational and special education personnel to work with special needs students.

.2 State Certification Information

Information obtained by directed telephone interviews with state certification officials (see Figure 3) is presented by states in Table 3 - State Certification Requirements.

Representatives of the 48 continguous states were interviewed. The responses obtained in 1977 and 1979 are both presented in Table 3. Eight (8) states required some special education preparation of all teachers in 1977 compared to fourteen (14) states in 1979. That increase (57%) signifies a definite trend. It may also account, in part, for the increased interest of vocational educators in the education of special needs students. The requirement of special education course work for all the teachers in fourteen states represents an enormous commitment.

None of the states reported that they required more than the minimum preparation in special education for vocational instructors. The certification requirements for special education courses were not differentiated between "all teachers". In effect, then, the special education requirement for a first grade teacher is the same as for a secondary vocational instructor. It is possible that colleges take their basic special education course requirement and modify it to meet the needs of a wide range of students, or that sections are designed to provide specific instruction for vocational teachers. Although modifications are possible at the "course requirement level", no state actually distinguishes between "all teachers" in this requirement.

State certification officials are increasingly aware of training programs in the area of vocational/special education. In 1977, only three certification officials said they were aware of training programs in their state as compared to thirteen in 1979. Some inconsistency exists between responses in 1977 and 1979; for example, Idaho officials reported a program in 1977, but not in 1979. Since the program in Idaho is still

TABLE 3

State Teacher Certification Requirements

STATE	Question 1. All teachers required to have some Spec. Ed. coursework 1977/1979	2. Special Fields Teachers required to have Spec. Ed. coursework 1977/1979	3. Presence of voc/ career oriented Special Education Program 1977/1979
Alabama	No/No	No/No	Not Aware/Not Aware
Arizona	Yes/Yes	No/No	No/No
Arkansas	No/No	No/No	No/Yes[1]
California	No/No	No/No	Not Aware/Not Aware
Colorado	Yes/Yes[3]	No/No[2]	Not Aware/Not Aware
Connecticut	No/No	No/No	Not Aware/Not Aware
Delaware	No/No	No/No	Not Aware/Yes[1]
Florida	No/No	No/No	Not Aware/Not Aware
Georgia	Yes/Yes[3]	No/No[2]	Not Aware/Not Aware
Idaho	No/No	No/No	Yes/Not Aware
Illinois	No/No	No/No	Not Aware/Not Aware
Indiana	No/No	No/No	Not Aware/No
Iowa	No/No	No/No	Yes/Not Aware

(1) Arkansas - University of Arkansas, Fedville
University of Arkansas, Pine Bluff

Delaware - Delaware State
University of Delaware

(2) Not Differentiated

(3) Colorado - Exception Child

Georgia - Survey of Exceptional

TABLE 3 (continued)

STATE	Question 1. All teachers required to have some Spec. Ed. coursework 1977/1979	2. Special Fields Teachers required to have Spec. Ed. coursework 1977/1979	3. Presence of voc./career oriented Special Education Program 1977/1979
Kansas	No/No	No/No	Not Aware/Yes[1]
Kentucky	Yes/Yes	No/No[2]	Not Aware/No
Louisiana	Yes/Yes	No/No[2]	Not Aware/Not Aware
Maine	No/No	No/No	Not Aware/Not Aware
Maryland	No/No	No/No	Not Aware/Not Aware
Massachusetts	No/No	No/No	Not Aware/Not Aware
Michigan	No/No	No/No	Not Aware/Not Aware
Minnesota	No/No	No/No	Not Aware/Yes[1]
Mississippi	No/No	No/No	Not Aware/Yes[1]
Missouri	Yes/Yes[3]	No/No	Not Aware/Not Aware
Montana	No/No	No/No	Not Aware/Not Aware
Nebraska	No/No	No/No	Not Aware/Yes[1]
Nevada	No/Yes[3]	No/No[2]	Not Aware/Not Aware
New Hampshire	No/No	No/No	Not Aware/Not Aware

(1) Kansas - Fort Hayes
Emphoria State
Kansas State

Minnesota - Bemidji University

Mississippi - Mississippi State
University of Southern Mississippi

Nebraska - University of Nebraska, Omaha and Lincoln

(2) Not Differentiated

(3) Missouri - Psychology and Education of Exceptional

Nevada - Survey of Exceptional

TABLE 3 (continued)

STATE	Question 1. All teachers required to have some Spec. Ed. coursework 1977/1979	2. Special Fields Teachers required to have Spec. Ed. coursework 1977/1979	3. Presence of voc./career oriented Special Education Program 1977/1979
New Jersey	No/No	No/No	Not Aware/Not Aware
New Mexico	No/No	No/No	Not Aware/Not Aware
New York	No/No	No/No	Not Aware/Not Aware
North Carolina	No/No	No/No	Not Aware/Yes[1]
North Dakota	No/No	No/No	Not Aware/Yes[1]
Oklahoma	Yes/Yes[3]	No/No[2]	Not Aware/Not Aware
Oregon	No/No	No/No	Not Aware/Not Aware
Ohio	No/No	No/No	Not Aware/Not Aware
Pennsylvania	No/No	No/No	Not Aware/Yes
Rhode Island	No/No	No/No	Not Aware/Not Aware
South Dakota	No/No	No/No	Not Aware/Not Aware
So. Carolina	No/No	No/No	Not Aware/Not Aware
Tennessee	No/Yes[3]	No/No[2]	Not Aware/Not Aware
Texas	No/Yes[3]	No/No[2]	Not Aware/Yes[1]

(1) North Carolina - State Department

North Dakota - University of North Dakota

Texas - South West Texas University
A & M
Texas Eastern
Texas A & I

(2) Not Differentiated

(3) Oklahoma - Exceptional Child

Tennessee - Survey of Exceptional

Texas - One course of Special Education

TABLE 3 (continued)

STATE	Question 1. All teachers required to have some Spec. Ed. coursework 1977/1979	2. Special Fields Teache4s required to have Spec. Ed. coursework 1977/1979	3. Presence of voc./career oriented Special Education Program 1977/1979
Utah	No/No/	No/No	Not Aware/Not Aware
Vermont	Yes/No	No/No	Not Aware/Yes[1]
Virginia	No/Yes[3]	No/No[2]	Not Aware/Not Aware
Washington	No/Yes[3]	No/No[2]	Not Aware/Not Aware
West Virginia	No/Yes[3]	No/No[2]	Not Aware/Yes[1]
Wisconsin	No/No	No/No	Yes/Yes[1]
Wyoming	No/Yes	No/No[2]	Not Aware/Yes[1]

(1) Vermont - University of Vermont
Trinity College

West Virginia - West Virginia State
Fairmont College
Salem University

Wisconsin - University of Wisconsin-Stout

Wyoming - University of Wyoming

(2) Not Differentiated

(3) Virginia - Survey of Exceptional

West Virginia - Intro. Exceptional
Survey of Exceptional

Wyoming - Exceptional Clinic

operational (see Table 2), one must attribute this type of information to the lack of communication or lack of knowledge among certification officials. The growth of awareness (over 400%) is, however, a relative measure to suggest that vocational/special education preparation is becoming more established.

4.0 OBSERVATIONS AND RECOMMENDATIONS

.1 Program Development

The preparation of vocational and special education personnel to work with special needs students represents a small, but viable, segment in the total of teacher preparation. Placement reports, increased enrollments, program development, and vocational/life function interpretations of "adequate and appropriate" experiences, would all suggest that efforts in preparation of vocational and special education will and should increase.

PL94-142 and Sections 503 and 504 of the 1973 Rehabilitation Act require both adequate and appropriate education along with program accessibility. The growth in many programs might be attributed (at least in part) to federal and state mandates. Sustained growth will be accomplished as graduates truly affect the education of special needs students, and that impact is documented in cost-effective terms.

Relevant programs must be created to serve the needs of both vocational and special educators. Minor changes in traditional pre-service training programs, e.g., an "added course" or combining two separate programs without serious modifications, can only hinder appropriate program development. Several program models of "add-on certification" (Wisconsin) and "special needs endorsement" (Nebraska) for special fields or subject/skill area specialists show real promise. Special education programs based on elementary education should be examined for their appropriateness at the secondary level.

A most interesting observation of the 1977 data was made by Dr. Marc Hull (then with Texas A&M) at the American Association of Mental Deficiency (AAMD) National Convention (New Orleans, May 1977). Dr. Hull looked at the institutions offering vocational/special education programs and generalized that they were the "state" colleges/universities rather than the large research-oriented universities. He suggested that those "state colleges/universities" were closer to the needs in the field and were quicker to respond by way of offering relevant programs. His generalization is still true; and, it should be noted that several large "research"-oriented universities now offer vocational/special training programs.

.2 State Teacher Certification and University Training Program Articulation

A clear and serious dichotomy still exists between information from teacher preparation and state certification personnel. In several states that operate nationally-known programs, certification officials stated emphatically that no program existed. Additionally, many teacher trainers within the same state reported gross differences in certification requirements. Some confusion in reporting might be contributed to the "newness" of the area; however, it would seem more plausible that communication between the two agencies is lacking.

Teacher trainers should attempt to obtain information by using the same channels interested potential students would follow in acquiring knowledge about vocational and special education personnel preparation programs. By calling or writing the University advisement office, state superintendent of instruction, vocational technical school offices, or parent advocate groups, teacher trainers could ascertain the level and accuracy of information being distributed. Increased visability for vocational and special education personnel preparation programs should receive high priority.

.3 Program Dissemination

Program information and information about adapted or developed materials in vocational/special education have increased during the past two years. The professional organizations have had considerable impact on the dissemination of programatic information.

Still lacking, however, are relevant curriculums and materials to be used with secondary special needs students. Many educators want to work with special needs students. Without relevant materials to assist them, many vocational educators find their task frustrating and difficult. All too often, they are put in the position of spending an inordinate amount of time and energy to serve the special needs student. Caught on the hours of a dilemma, i.e., work with special needs students, at the expense of more normal students, many vocational instructors feel that they are cheating all students. Special needs students do have "special needs" which often require more teacher intervention and individual attention. Training programs should assist in the dissemination, development and evaluation of vocational/special education curriculums and materials.

A relevant vocational/special education resource center is needed. In establishing such a center, care should be taken to insure a close tie with actual personnel preparation programs. A relevant vocational/special education resource center would greatly help developing and existing programs along with personnel in the field.

Additionally, information regarding evaluation, interventions, curriculums and materials would greatly assist vocational/special needs instructors. New programs with finite funds can ill afford to buy into systems which have little relevance and high price tags. The consumer of vocational/special education materials needs a source of information unbiased by

corporate profits. An independent dissemination/research center is needed.

.4 Mandated Requirement

Fourteen states now require special education preparation for teacher certification. Typically, this course requirement has been forced upon training institutions by parent advocate groups through the state legislature. More states will follow this pattern, and it is safe to assume more mandated requirements will be forthcoming. The response by many institutions has been to use their basic common currency course, i.e., Psychology of the Exceptional Child, to meet this requirement. Most educators would agree that a two or three hour course does not provide sufficient time to adequately prepare teachers to work with special needs students. However, a closer alignment of needed teacher competencies could be provided by developing and offering "mainstreaming" competencies as opposed to a general survey course. Responding to the pressures to meet requirements, some institutions have opted for the quickest and easiest approach and have not seized the opportunity to provide educators with relevant skills specific to vocational and life function education.

5.0 SUMMARY

The state of the art in preparing vocational and special education personnel to work with special needs students is in dynamic transition. At one level, many vocational and special educators are just now becoming aware of the vocational and life function needs of their special students. At another level, others have been waiting for us to catch up with adequate and appropriate training programs. Nationally, this spectrum of development offers both excitement and challenge.

Training programs seem to advance in a leap-frog manner. One program achieves relative success and before long, other programs incorporate those experiences and build a new structure somehow greater than the sum of its components. Personnel change and training concepts are

further disseminated and promulgated. All too often, operational programs get bogged down within their own institution where the energy required to overcome resistance to change is simply overbearing. Political interest and the numbers game, unfortunately, hold back many fine programs and program developers. Yet, change is relentless and, overall, programs do move forward.

For those that hold fast to the conviction that training programs must adequately and appropriately serve students, vocational/special education still offers a viable direction. Hopefully, future studies will document the growth of this training area, and its impact on general education. However, it is doubtful that the total ripple effect, e.g., increased self dignity and independent living ability for special needs graduates, will ever be known. For now, we can be secure in the knowledge that in many instances, vocational/special education is providing relevant and viable education to special needs students. Most training programs are successful and will continue to develop.

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APPENDIX A

TEACHER CERTIFICATION DIRECTORY

State	Capital	Phone Number
Alabama	Montgomery	205/832-3133
Alaska	Juneau	907/465-2857
Arizona	Phoenix	602/255-4367
Arkansas	Little Rock	501/371-1474
California	Sacramento	916/445-7254
Colorado	Denver	303/839-3075
Connecticut	Hartford	203/566-2670
Delaware	Dover	302/678-4686
Florida	Tallahasse	904/488-2317
Georgia	Atlanta	404/656-2406
Hawaii	Honolulu	808/548-5804
Idaho	Boise	208/384-3475
Illinois	Springfield	217/782-4321
Indiana	Indianapolis	317/633-4759
Iowa	Des Moines	515/281-3245
Kansas	Topeka	913/296-3346
Kentucky	Frankfort	502/564-4606
Louisiana	Baton Rouge	504/342-3631
Maine	Augusta	207/289-2441
Maryland	Annapolis	301/796-8300
Massachusetts	Boston	617/727-5728
Michigan	Lansing	517/373-3310
Minnesota	St. Paul	612/296-2046
Mississippi	Jackson	601/354-6950
Missouri	Jefferson City	314/751-4212
Montana	Helena	406/449-5660
Nebraska	Lincoln	402/471-2295
Nevada	Carson City	702/885-5700
New Hampshire	Concord	603/271-2407

Teacher Certification Directory (Continued)

State	Capital	Phone Number
New Jersey	Trenton	609/292-4477
New Mexico	Santa Fe	505/827-2789
New York	Albany	518/474-3901
North Carolina	Raleigh	919/733-4125
North Dakota	Bismarck	701/224-2260
Ohio	Columbus	614/466-3693
Oklahoma	Oklahoma City	405/521-3337
Oregon	Salem	503/378-3586
Pennsylvania	Harrisburg	717/787-5105
Rhode Island	Providence	401/277-2675
South Carolina	Columbia	803/758-5081
South Dakota	Pierre	605/773-3553
Tennessee	Nashville	615/741-1644
Texas	Austin	512/475-2721
Utah	Salt Lake City	801/533-5965
Vermont	Montpelier	802/828-3131
Virginia	Richmond	804/786-5300
Washington	Olympia	206/753-6735
West Virginia	Charleston	304/348-2696
Wisconsin	Madison	608/266-1027
Wyoming	Cheyenne	307/777-7291

APPENDIX B

Group I - Operational Program Abstracts

Institute for Vocational Special Needs
Auburn University
Dr. Ray Sankousky
Auburn, Alabama 36830
205/826-5320

The Institute for Vocational Special Needs is part of a four-University Consortium effort in Alabama to provide practical and applied training for vocational teachers that work with students who have special needs. The five-quarter credit hour coursework is provided at various field locations throughout the state.

We anticipate a package of 15 quarter hours of training eventually. The initial course is designed to develop awareness and to provide some basic skills. The second proposed course in the sequence will address "Teaching and Methods."

Master of Science in Special Education
California State University - Long Beach
Dr. Charles Kokaska
Long Beach, California 90840
213/498-4517

One course in the Master of Science in Special Education degree is directed at "Career Planning for the Exceptional Individual." This course includes reviews of the career, leisure time, adult, family and community needs of exceptional individuals. Emphasis is placed on the cooperative role of the school, public and private community agencies and organizations, and parents in building a developmental sequence of career experiences for exceptional children, youth, and adults.

Dr. Jerry Cook
Western Carolina University
Cullowhee, North Carolina 28723
704/227-7368

In addition to a degree track in Special Education, W.C.U. allows students in Business, Home Economics, and Industrial Education to complete six semester hours above the B.S. level to gain recommendation (for certification) for dealing with the special needs student enrolled in vocational education courses.

Vocational Special Needs
Dr. James F. Acord
Colorado State University
Fort Collins, Colorado 80523
303/491-5884

Vocational Special Needs at Colorado State University places primary emphasis on teaching students with special needs. Attention is divided almost equally between training teachers to work with handicapped and disadvantaged students. A majority of the training is done at the inservice level. A unique aspect of this training includes training teachers how to utilize the individualized prescriptive education approach developed specifically for vocational teachers in Colorado.

Vocational Special Needs
Dr. Nancy Hartley
University of Northern Colorado
Greeley, Colorado 80631
303/351-2933

Vocational Special Education training program at the University of Northern Colorado entails the following:

1. Special Education majors enrolling in a mental retardation major or an area that would require secondary certification has to take a minimum of nine hours in vocational teacher education for special program credentialing in the state of Colorado. Special Education majors can also pick up a minor in vocational education which would constitute 24 quarter hours of credit.

2. Vocational Teacher Education majors in the areas of Home Economics, Business and Office Education, Distributive Education and Health Occupations are required to take six hours in the area of Vocational Special Education/Secondary emphasis. These students can also take any of the Vocational Special Needs electives for electives in their elective area.

3. The program currently supports largely MR majors out of Special Education and all Vocational Education majors needing the course for certification. We are developing a number of graduate courses that are taken by graduate students in Special Education for a resource capacity in the area of Vocational Special Needs.

Cooperative Program in Vocational/Special Ed/Counseling
Dr. Michael Williams
Central Conneticut State College
New Britain, Conneticut 06050
203/827-7262

Students enrolled in an M.S. program in Industrial Arts or Vocational Education or Counseling or Special Education can take courses in related fields as part of their regular M.S. or certification program, e.g., a special educator can elect to take a course in Industrial Arts and a course in Career Education (Counseling department) in order to be better prepared to work with special needs students at the secondary level who are enrolled in an Industrial Arts or Vocational Education program and be able to incorporate Career Education activities into his/her resource room.

Vocational/Special Education Teacher Program
Dr. Robert N. Ianacone
George Washington University
Washington, D.C. 20052
202/676-7328

The Vocational/Special Education Teacher Program is an innovative, comprehensive master's degree sequence designed to assist special educators to work more efficiently and effectively with handicapped individuals through vocational experiences. The program seeks to train educators of quality to provide the special education needs of secondary level students who are handicapped.

The program consists of 39 semester hours of graduate credit. Full-time attendance takes one academic year and one summer session; part-time students are also accepted. Training in the following areas is planned to guide the educator in creating appropriate and effective programming: assessment, individual educational planning, pre-vocational education, pre-vocational enabling skill development, supportive vocational education, functional life skills and academics, interdisciplinary planning and cooperation, curriculum development, materials development and instructional methodology, behavioral control and classroom management techniques, work-study and community placement procedures, and legislative implications and compliance.

The Vocational/Special Education Teacher Program offers two concentrations in preparing secondary level teaching professionals: Secondary Resource/Classroom Teacher--a direct service, classroom-based role; and, Vocational/Special Educator--a school or community-based role involving more indirect service.

Vocational Education for the Handicapped Professional Certificate Program
Dr. Dennis G. Tesolowski/Dr. Howard Rosenberg
Florida Internation University
Miami, Florida 33199
305/552-2711

The intent of the Vocational Education for the Handicapped Professional Certificate Program is to provide an area of specialization to vocational and special educators which enables them to better meet the employment needs of handicapped adolescents and adults. Teachers and other professional practitioners can participate in courses which they normally could not enroll in. This participation enables these professionals to enhance their instructional, diagnostic-prescriptive, behavior manager, advocacy, referral agent, and counselor roles.

Doctoral Studies - Special Education: Vocational
Dr. Stuart E. Schwartz
University of Florida
Gainesville, Florida 32611
904/392-0702

The doctoral program is individually designed to meet the specific goals and needs of the students. Emphasis is given to cooperative efforts with vocational rehabilitation. A professor of vocational education serves on the doctoral committee.

This master's level program is designed to help special educators work at the secondary level. Cooperation with vocational education is stressed. The program is individually designed to meet the specific needs of the master's students.

Vocational/Special Needs Teacher Education
Dr. Jack J. Kaufman
University of Idaho
Moscow, Idaho 83843
208/885-6556

Vocational special needs training efforts were undertaken at the University of Idaho in 1974 with a formal program being established in 1976. Past efforts have been devoted primarily to inservice training of existing special needs teachers in the state of Idaho. Proposals are presently being developed for an undergraduate degree program in vocational special needs/special education, and students are presently being admitted to candidacy for master's and doctoral degrees in education with an emphasis in vocational special needs.

Vocational Education for Special Needs Populations
Dr. L. Allen Phelps
University of Illinois
Urbana, Illinois 61801
217/333-2325

This multi-level graduate program is designed to provide advanced study and training opportunities for individuals interested in the career development and employment of special needs populations. Admission to the program can be made via either the Department of Vocational and Technical Education or the Department of Special Education. Once admitted, students work with their advisors and committees to outline an individualized program of study designed to prepare them for a broad range of career opportunities in the fields of vocational education, special education, rehabilitation, educational administration, research, and teacher education. In addition to a series of core courses, a variety of specialized courses, seminars, and field experiences comprise the program. Graduate study experiences usually involve an affiliation with a vocational education/special needs research project being conducted by faculty members in the College of Education. A brochure describing the program is available upon request.

Mental Retardation Major with a Secondary Option
Dr. Arthur Hasbargen
Western Illinois University
Macomb, Illinois 61455
309/298-1909

We have three different majors in Special Education: (1) mental retardation, (2) learning disabilities, and (3) emotionally disturbed/socially maladjusted. Each major allows the student to choose a supporting "option." This may include course work in another area of special education or it may include areas such as elementary education, early childhood, or corrections. The mental retardation major includes a supporting option in secondary education. This option requires one course entitled "Methods and Materials in the Occupational Education of the Handicapped" and other courses designed around vocational and independent living skills for a total of twenty-one quarter hours.

No special certification or endorsement is given as a consequence of taking secondary option.

Vocational-Technical Education: Special Needs
Dr. Max Eddy
Purdue University
West Lafayette, Indiana 47907
317/493-3271

Industrial Education, Agricultural Education, and vocational Home Economics have collaborated with Special Education in the design of this new special master's degree program. The program will be first offered during the 1979-80 academic year. The program utilizes a series of interdisciplinary vocational-technical education courses, one course jointly taught by Vocational Education and Special Education personnel, and other Special Education courses from the regular inventory. Each candidate must elect and complete a "related" area (6 semester hours) outside his/her parent department and meet the foundations requirements of that department. This is not a joint program, but rather a vocational-technical professional program designed to assist the teacher cope with the challenges of vocational students with special needs.

Occupational Education
Mr. Lawrence W. Latour
Westfield State College
Westfield, Massachusetts 01085
413/568-3311

Westfield State College offers a B.S. in Occupational Education mainly for vocational teachers. Degree requires 120 credits. Certification in Massachusetts for trade and industry teachers presently requires only 18 credits plus six years experience in trade and successful completion of state exam in trade.

Westfield also conducts certification program for minorities to prepare them to teach trade and industry subjects in vocational schools.

Westfield also is conducting inservice programs for vocational teachers to help them teach special needs students. This is a 12 credit program at present but will expand to 18 to 24 credits by next year.

Vocational Education/Special Education Graduate Program
Dr. Ron Lutz
Central Michigan University
Mt. Pleasant, Michigan 48859
517/774-3996

The graduate program is specifically designed for junior and senior high school teachers, post-secondary personnel, consultants and supervisors in the areas of Agriculture, Business Education, Distributive Education, Health Education, Home Economics, Industrial Education and Special Education.

Students may pursue one of the following options of emphases: M.A. in Special Education--Option in Special Education/Vocational Education; M.A. in Industrial Education--Option in Vocational Education/Special Education; M.A. in Home Economics--Emphasis in Vocational Education/Special Education; Master of Business Education--Emphasis in Vocational Education/Special Education.

Students take between 12 and 21 hours of Vocational Education/Special Education coursework. This includes survey courses in Vocational and Special Education, a curriculum development course and both a practicum and an internship. The survey courses are offered as special team-taught seminars. The curriculum development course prepares students to develop class offerings and resource materials for teaching special needs learners in Vocational Education. In the practicum, students work with special needs learners in an educational environment. In addition, students participate in a supervised internship where they teach and evaluate special needs learners in public schools, vocational centers or residential institutions. In addition to the required coursework, students select electives in consultation with their advisors.

Vocational Special Needs Program
Dr. David E. Kingsbury
Bemidji State University
Bemidji, Minnesota 56601
218/755-2739

The Vocational Special Needs Program at Bemidji State University has as its major function the preparing of vocational teachers to work with disadvantaged and handicapped students. The second major function is the preparation of cross-trained specialists who, with their training in Vocational Education and Special Education, will be able to implement effective and efficient vocational programs for students with special needs.

Special Vocational Needs Project
Dr. Merlyn Gramberg/Mr. Ronald H. Day
Chadron State College
Chadron, Nebraska 69337
308/432-4451

Objectives of the Special Vocational Needs Project at Chadron State College:

1. Offer a teacher education program designed for teachers preparing to teach special vocational needs as outlined in the Nebraska State Plan for Vocational Education (Special Vocational Needs Endorsement encouraged).

2. Offer special vocational needs courses for the inservice and preservice programs in western Nebraska. The need for these courses is established by a consensus of opinion between the

State Department of Vocational Education and Chadron State College.

Special Vocational Needs Teacher Education Program
Dr. Dale G. Zikmund
Kearney State College
Kearney, Nebraska 68847
308/236-4351

The primary goal of this program is to prepare secondary teachers (vocational, academic, special education) to work with disadvantaged/handicapped students. The Special Vocational Needs program leads to a second teaching endorsement and the number of semester hours required to complete the program depends on several factors, such as, whether or not they are a certificated teacher, their previous experience, etc. This program is extremely flexible and can be adapted to meet the needs of nearly any teacher's situation. Generally, one would complete between 12 and 24 semester hours for an endorsement in this area. The Department of Special Education and The Center for Vocational Education have a very close working relationship and one result is that all Special Education (secondary) teachers will now be endorsed in both Special Education and Special Vocational Needs. This will provide teachers with those competencies necessary to better meet the career education and vocational preparation of handicapped students.

Special Vocational Needs Teacher Education
Dr. Gary D. Meers
University of Nebraska-Lincoln
Lincoln, Nebraska 68588
402/472-2365

The Special Vocational Needs Teacher Education program at the University of Nebraska-Lincoln is unique in that it prepares all vocational teachers to be aware of and program for special needs youth. The special needs endorsement is secondary in nature and thus vocational students still major in their content areas plus prepare to work with special populations. The program is competency based and field experience oriented. This program is offered on both the graduate and undergraduate level.

Vocational Education
Dr. Charles W. Nichols
Kent State University
Kent, Ohio 44242
216/672-2929

(Please contact the program director for information regarding their aspects and training goals.)

Vocational Careers Program
Dr. Jean P. Edwards
Portland State University
Portland, Oregon 97207
503/229-4632

Portland State University (Department of Special Education) offers a M.S. degree program with special emphasis in vocational planning, job placement and community living for moderately and severely handicapped youth and adults. The program is built around a competency based core program which includes active involvement in an on-campus demonstration project and direct participation daily with handicapped young adults.

Vocational Special Needs
Dr. Linda H. Parrish
Texas A & M University
College Station, Texas 77843
713/845-6816

The Texas A & M University program in career/vocational education for the handicapped is a college-wide program that offers courses through the departments of Vocational Education and Special Education. In addition, materials from the program are infused into courses in school administration and counseling. In addition to offering courses or course components at the undergraduate levels, the program has an active research component, inservice education component, and public service component. Full implementation of the program (which is in its first year) will take approximately three years.

Handicapped Child Teacher Education
Dr. Don Hunsaker
Eastern Washington University
Cheney, Washington 99004
509/359-2425

Our program is an interdisciplinary approach combining Industrial Technology, Speech, Physical Education, and Special Education. We train for mildly handicapping conditions at the elementary and secondary levels. Washington requires dual certification at the B. Ed. level.

Career Special Education
Dr. Robert J. Brock
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
715/232-1409

The University of Wisconsin-Stout Special Education Program is based upon a vocational/life function model. Students take approximately two-thirds of their professional courses in vocational education, rehabilitation, and special education. Undergraduate students receive a B.S. in Vocational Rehabilitation and Special Education Teacher (Secondary-EMR) Certification. Graduate students receive course work and certification.

Special Fields students, i.e., Industrial Arts Education, Home Economics, Physical Education, and Art Education complete a sequence of Special Education courses (11 semester hours) and receive "add-on" certification allowing them to teach special needs students in their particular field. Special Fields Certification is offered at the pre-service (undergraduate and graduate) level.

Both certification programs have been extremely effective in serving secondary special needs students. Complete materials are available upon request.

Dual Major - Business Education/Adolescent Special Education
Dr. David G. Goodman/Dr. Heinz Pfaeffle
University of Wisconsin-Whitewater
Whitewater, Wisconsin 53190
414/472-4993

The dual major of Business Education/Adolescent Special Education blends two special certification areas; therefore, graduates have complete majors and certification to teach business education subjects on the secondary school level and to teach mentally retarded adolescents. The program prepares business education teachers for "normal" children as well as preparing them to teach appropriate vocational business competencies to adolescent mentally retarded. Competencies include office, clerical, and entry level distributive activities. In addition, stress is placed on consumer education concepts for the general education of M.R. and normal children. The completion of this program requires credit hours beyond normal graduation requirements in order to achieve appropriate certifications.

APPENDIX C

Group II - Listing of Projected Programs

Group III - Listing of Programs Offering One or Two Mainstreaming or Inservice Courses

Group II - Listing of Projected Programs

Vocational Special Needs Teacher Education
Dr. Joseph V. Arn
University of Central Arkansas
Conway, Arkansas 72032
501/329-2931

Vocational Education/Rehabilitation Special Needs Program
Dr. Richard A. Scott
University of South Florida
Tampa, Florida 33620
813/974-2100

Program for Prevocational Teachers of the Mildly Handicapped
Dr. Wayne L. Sengsloth
Georgia State University
Atlanta, Georgia 30303
404/658-2310

Vocational Special Needs Teacher Education
Dr. Jack J. Kaufman
University of Idaho
Moscow, Idaho 83843
208/885-6556

Dr. Ronald W. Stadt/Dr. James Legacy
University of Illinois
Carbondale, Illinois 62901
618/536-2381

Dr. James A. Perching
Indiana University
Bloomington, Indiana 47401
N.A.

Iowa Industrial Arts Project for Teachers of Handicapped Students
Dr. William Wolansky
Iowa State University
Ames, Iowa 50011
515/294-1033

Special Needs Area of Emphasis
Dr. Charles S. Greenwood
Drake University
Des Moines, Iowa 50311
515/271-2962

Group II (Continued)

Special Needs Vocational Teacher Educator
Dr. John W. O'Brien
Coppin State College
Baltimore, Maryland 21216
N.A.

Career/Vocational Personnel Preparation Program for Teachers of the Handicapped
Dr. Philip Burke/Dr. Donald Maley
University of Maryland
College Park, Maryland 20742
301/454-2118

Vocational Education/Special Education
Dr. Patrick W. Miller
Wayne State University
Detroit, Michigan 48202
313/577-0958

Comprehensive Vocational Education
Dr. Richard Erickson
University of Missouri
Columbia, Missouri 65211
314/882-8391

Vocational-Technical Education
Dr. Leonard Albright
Rutgers University
New Brunswick, New Jersey 09803
201/932-7937

Industrial Education
Dr. Ron Murphy
Washington State University
Pullman, Washington 99164
509/335-5375

Vocational Education - Special Education Leadership Training Program
Dr. Greg Weisenstein
University of Washington
Seattle, Washington 98195
206/543-1827

Career/Vocational Education for the Handicapped
Dr. Iva Dean Cook
West Virginia College of Graduate Studies
Institute, West Virginia 25112
304/768-9711

Group III - Listing of Programs Offering One or Two Mainstreaming or Inservice Courses

Industrial and Vocational Education
University of Albert
Edmonton, Alberta T6G2G5
403/432-3679

Dr. Robert Wooldridge
Northern Arizona University
Flagstaff, Arizona 86011
602/523-2659

Vocational Education Special Needs Inservice Project
Dr. Virginia Kozlowski
University of Arizona
Tucson, Arizona 85721
602/626-2128

Preparation Programs in Special Education
Dr. C. Lamar Mayer
California State University
Los Angeles, California 90032
213/224-3711

Undergraduate - Mental Retardation/Secondary
Dr. Stuart E. Schwartz
University of Florida
Gainesville, Florida 32611
904/392-0702

Individualized Manpower Training System (IMTS)
Dr. John W. Phillips
University of West Florida
Pensacola, Florida 32504
904/476-9500

Industrial Vocational Technical Education
Dr. Tom Arcy
Iowa State University
Ames, Iowa 50011
515/294-1033

Vocational Education Inservice Training Project
Dr. Madelyn K. Regan
University of Kansas
Kansas City, Kansas 66103
913/588-5579

Group III (Continued)

Vocational-Technical Teacher Education
Dr. Ben S. Vineyard
Pittsburg State University
Pittsburg, Kansas 66762
316/231-7000

Career Education Personnel Preparation Project
Dr. Donn E. Brolin
University of Missouri-Columbia
Columbia, Nissouri 65211
314/882-6523

Trade, Technical and Health Occupations Education
Dr. Robert E. Goetz
Central Missouri State University
Warrensburg, Missouri 64093
816/429-4030

University of North Dakota
Valley City, North Dakota 58070
701/845-7443

Special Education - Mentally/Physically Handicapped
Dr. W. Richard Kettering
Millersville State College
Millersville, Pennsylvania 17551
717/872-5411

Dr. Donald Kline
Utah State University
Logan, Utah 84322
801/752-4100

Vocational Education for Special Needs
Dr. Ron Gibson
University of Wyoming
Laramie, Wyoming 82071
307/766-6392